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Vocational Choices and Guidance of High School Pupils of Southhampton County

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OF
HIGH SCHOOL PUPILS OF SOUTHAMPTON COUNTY

by

Floyd T. Joyner

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SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS
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CHAPTER I THE PROBLEM AND ITS LITERATURE

The Problem

The problem undertaken by this study may well be considered in the following divisions:

1. To determine the extent and nature of vocational selections among the high school pupils of Southampton County.
2. To determine the present status of vocational guidance in the high schools of the county.
3. To make a comparison of portions of this survey with similar surveys made in nine Virginia counties under the direction of the State Department of Education.
4. To prepare a program of Vocational Guidance for the high schools of Southampton County.

The Importance and Significance of the Problem

Dr. M. V. O'Shea of the University of Wisconsin calls attention to the need of Vocational Guidance and the new attitude that secondary education must assume in regard to this in the following words:

1
" A few years ago it was almost universally believed that the school should educate pupils and then they should rely upon their own ingenuity or upon Providence to direct them into callings in which they could find enjoyment. Fortunately, these days have gone forever in most communities in this country, and henceforth educational and vocational counseling will be regarded as just as important and necessary a part of the function of a school as the teaching of arithmetic, algebra, history, practical arts or perform- any other function."

1. Hatcher O. Latham - "Guiding Rural Boys and Girls", page 117-McGraw-Hill Book Co. 1930

Perhaps Dr. O'Shea is too optimistic when he states that the old type of school in which no attempt is made at vocational guidance is gone in most communities since only a few states as yet have a department of vocational guidance, but he is not too optimistic in his forward look when vocational guidance will be considered an important function of any secondary school.

Vocational guidance is needed as an incentive to overcome the handicap of selling an education, especially to the rural boy and girl. The vocational motive may sustain the interest of many in school for a longer time where the argument of culture alone would fail utterly.

Schools have been slow to recognize guidance as one of their important functions. This is evident from the number of schools that are making no conscious attempt at a guidance program. Another evidence of this slowness to recognize the principles of guidance is the presence of numerous inflexible curricula that make no provision for individual differences and varying abilities, curricula that treat all children of all the people as if they were intending to pursue the same careers after leaving school. This condition is perhaps causing great numbers of our youth to withdraw annually from educational institutions. The same condition may also be responsible for numbers entering vocations for which they have no natural abilities or training and little knowledge of the qualifications necessary for success in the fields in which they have entered.

The lack of vocational guidance, the ignorance of occupations and of opportunities in these occupations on the part of boys and girls cause many of them to take the first job that is offered, to enter into pursuits for which they have no special aptitudes and to secure employment with no other motive than the compensation proffered. Boys and girls who go to

work between the ages of fourteen and eighteen without vocational information may be expected to give little thought to future vocational efficiency or to the chances for growth and advancement which the different vocations offer. Entering work with such unfitness leads to restlessness, unhappiness, discontent with society and government, and is often provocative of crime.

Roughly speaking the pupils in any secondary or elementary school may be divided into three groups:

1. Those who will graduate from high school and continue their education at college.
2. Those who will leave school in order to go to work before completing the elementary or high school.
3. Those who are undecided whether they will stay in school and graduate or leave before graduation to join the army of workers.

Heretofore the first group has claimed most of the attention of educators and the curricula of high schools have been built around this group. As long as this is the practice among the secondary schools of the country, we may expect an increase in the already high percentage of elimination. If the betterment of society is an important aim of the school, the second and third groups must also claim the attention of educators since the greatest number of our children fall into these two groups. Educational and vocational guidance are perhaps more needed here than in the first group if we are interested in preventing economic misfits and social discontent.¹ According to Walsh, 50% of the children of the country leave school by the end of the sixth grade. Only 39% enter high school and

1. "The Use of Mental Tests in Guidance" -Roy H. Walsh- Vocational Guidance Magazine, Vol. 8, Dec. 1927.

one-half of these leave before graduation.

Another factor which tends to emphasize the importance of vocational guidance is the great variety of occupations which a person may enter. In some countries, and even in our own several years ago, children were almost forced to follow the occupations of their parents. The very fact that there are a large number of vocations in America, and that a child can choose his own vocation, and the fact that a number of our larger high schools have a highly differentiated program of studies make a guidance program of supreme importance if the child is to choose wisely. The conception of vocational guidance has brought a new idea of the function of the secondary school; i. e., pointing out that many problems of a social, political, and economic nature find their solution in the occupation adjustment of the individual and that this adjustment should begin early in life. There is perhaps no method more significant in bringing about this adjustment than that of helping the child gain such information about the world of work about him and make such an analysis of himself so as to bring about the happy selection of a life work, such that the individual will be able to realize the maximum returns from his efforts and will be happy while so doing.

This study had its inception at a meeting of the teachers and principals of Southampton County, when, at the invitation of the County Superintendent of Schools, Mr. C. J. Hyslop, Assistant State Supervisor of Trade and Industrial Education, In Charge of Guidance, made an informational talk on the general aspects of guidance. At this meeting some rather interesting facts about the results of surveys made in several Virginia counties were revealed. It appeared to the writer that it would be

interesting to make a similar survey of Southampton County and that it might also be helpful to work out a program of vocational guidance for the county.

The state organization with its director of guidance, the encouragement that is being given the subject throughout the state coupled with the interest aroused and the general need of guidance, especially in rural sections, makes this the logical time for such a survey and the initiation of a general program of guidance in Southampton County.

Definition of Terms

Vocational guidance as used in this study is that form of guidance which is concerned with directing and counseling the individual in the choice of a career, assisting him to find out his own aptitudes and limitations, providing information about the world of work, directing him in his study of this information, and showing him opportunities for entering industry which will awaken in him thoughts of the future.

Educational guidance is concerned with assisting the individual in the choice of schools, curricula, courses of study, etc. This can be done effectively only after a possible choice of a vocation has been made by the individual.

Vocational education is concerned with curricula, courses of study, educational preparation, and the development of those skills which equip the individual for work in a specific field.

Significant Studies in the Field of Vocational Guidance

Many studies have been made in the field of vocational guidance in recent years and many have been consulted by the writer in this study

but space will permit reporting the results of but a few, and only those which have a bearing on the significant phases of guidance or which have points of similarity with the survey made in Southampton County.

Mr. James H. Bedford made an interesting study of vocational¹ interests of rural high school students in the state of California. The purpose of this study was to find out the vocational interests of rural high school students and the factors influencing these interests.

Students were selected from twelve rural high schools of two hundred students or less. The high schools were selected in such a way that no one section of the state was overemphasized. There were twelve hundred and eleven pupils in the survey, five hundred and ninety-three boys and six hundred and eighteen girls.

Mr. Bedford found the range of vocational interests very small with little evidence of vocational guidance in the schools. Although 80% of the students professed to have made a choice, yet these choices seem to have been influenced by tradition and sentiment rather than by a careful study of occupations and with no relation to the dominant interests of the communities or the occupational opportunities available. A high percentage of the choices made showed a definite tendency toward the professions. Vocational and special subjects were preferred above the academic, while the favorite recreations of both boys and girls were reading and out-door sports.

2

A study made by Mr. George A. Crampullo on the factors influencing

1. Bedford, James H. - "Vocational Interests of High School Students"- M. A. thesis, University of California, Berkley, Cal., Feb. 1930
2. Crampullo, Geo. A. - "Factors Influencing High School Pupils in the Choice of a Vocation", Voc. Guidance Mag., Vol. 8, Nov. 1929

high school students in an average size New York town in the choice of a vocation seems to support the findings of Mr. Bedford. Questionnaires were submitted to ninety-four students. The results indicated that vocational decisions are made without any study of occupations and without full knowledge of the requirements of the occupations selected—"Association with Occupation", "Fitness" and Work Experience" being the least important factors in the determination of a vocational choice. He also found that students do not depend upon friends and parents for advice and guidance.

In studying the vocational interests of high school students much significance attaches to the degree of permanence of these choices. In the fall of 1922 a study was made of fourteen hundred and sixty-seven¹ children who were entering the eight junior high schools of Baltimore. Each child was given a blank and asked to name the occupation he would like to enter. In 1925, after a three year period, it was found impractical to check up on the permanency of all eight schools so three were selected, representing 47% of the pupils included in the original study. The follow-up group consisted of six hundred and ninety-six pupils of the original group of fourteen hundred and sixty-seven. It was found that 68% of the boys and 77% of the girls or 74% of the group adhered to their original type of vocational school career. At the end of one year 72% of the boys and 80% of the girls or 75% of the entire group maintained their original type of choices.

By dividing the vocational group into professional and non-professional groups, it was found that the boy with a professional interest is

1. E. E. Franklin, "The Permanence of Vocational Interests after Three Years"-School and Society, Vol 23, pp 38, April 1926

twice as likely to spend three years in junior high school than the boy who has a non-professional interest, while for the group as a whole, the professional group is 30% more likely to finish high school than the non-professional group.

Intelligence tests were also given to the vocational group and it was found after the three year period that the pupils of less than average intelligence were one and three-fourths more likely to be eliminated than were those of superior intelligence.

¹
W. M. Proctor has found that the permanency of vocational choices of boys and girls is much higher than has generally been supposed. He found that they persist from year to year while H. W. Schmidt has also found ² half of the students in the senior year of high school retain the same vocational choice they had as freshmen.

There seems to be a marked tendency for the boy not to follow the ³ profession of the father. According to R. O. Beckman, there is a tendency also for the boy to want to take a step higher towards the "white collar" job. He studied seven hundred and fifty applications to the Cincinnati Civil Service Commission and found that there is a marked tendency of boys to follow the fathers' occupations, but there is a marked tendency ⁴ toward an occupation regarded as "higher". James H. Bedford in his study made in 1928 in the rural high schools of California found that there is very little similarity between the occupation of the father and that chosen by the son. He discovered that in four hundred and sixty-one cases

1. Proctor, W. M. - "Education and Vocational Guidance"-Houghton Mifflin Co. 1925, p 67
2. Schmidt, H. W. - "A Brief Investigation of Vocational Trends Among the High School Students of Wisconsin"-Industrial Arts Magazine, Vol. 12, p220, June 1923
3. "To What Extent are Vocations Inherited?"-R. O. Beckman, Director of Personnel, City of Cincinnati, Vocational Guidance Magazine, Vol.18, Oct. 1929
4. Bedford, James H. - "Vocational Interests of High School Students"-M. A. thesis University of California, Berkley, California, Feb. 1930

in which the occupation of the father was listed only fifty boys had chosen the same occupation as that of the father, a majority of these being in farming. These studies seem to indicate that the boys are not influenced to a very great extent in their vocational choices by their fathers' occupations.

The Vocational Guidance Movement in Virginia

Virginia along with three other states now has a director of guidance connected with the State Department of Education. No conscious attempt was made in vocational guidance in the schools of Virginia until the beginning of the session 1929-30. In 1929 the state recognized that vocational guidance was an important function of education and added to the Department of Trade and Industrial Education an assistant supervisor to devote his time to vocational guidance in the schools of the state. Since that time the vocational guidance movement has had a phenomenal growth.

The first year was spent in arousing interest in and in selling the idea of this movement, new to Virginia, to the educators and people of the state. During the second year fifty schools offered separate classes in vocational information and systematic interviews. Nine counties also had county-wide programs in guidance.

For the session 1931-32 up to July 1, 1931, twenty-five counties have adopted county-wide programs and the State Department of Education is requiring one-half year of study devoted to occupational information in the first year of high school.

In addition to the above, the director of guidance for the state is giving courses in vocational guidance at the summer session of William

and Mary College in order that teachers may equip themselves to carry on this work with a fuller understanding and deeper appreciation on their return to their schools in September.

These developments in Virginia show a remarkable growth in the vocational guidance movement among the educators of the state in the short period of two years.

CHAPTER II SCHOOLS AND TECHNIQUES IN THE SURVEY

The Schools in The Survey

There are seven schools included in this survey, no one of which has an enrollment of two hundred pupils in the high school department. The schools and the enrollment in the enrollment in the high school departments during the session 1930-1931 is given below:

Schools	Boys	Girls	Total
Boykins High School	25	41	66
Capron High School	21	29	50
Courtland High School	42	68	110
Drewryville High School	20	23	43
Franklin High School	72	104	176
Ivor High School	21	31	52
Newsoms High School	36	63	99
TOTALS	237	359	596
Total number taking part in the survey	195	283	478

The Questionnaire

The questionnaire used in this study was designed to find the following facts from the high school pupils of Southampton County:

1. How many had made a choice of a trade, profession, or business for a life work.
2. What choices had been made in the various fields.
3. What influences fathers' occupations had on boys in making their choices.
4. If principals or teachers were giving any assistance to high school students in helping them make a choice of a life work.
5. What subjects were most liked and what most disliked.
6. To what extent high school students had selected the occupations

their parents wanted them to follow.

7. What were the leading hobbies or special interests of the high school students.

8. To what extent high school students desired to talk to teachers or principals about their vocational choices.

With these facts in mind a number of questionnaires, self-analysis sheets, survey results, etc. were obtained from the Bureau of Trade and Industrial Education, State Department of Education, and studied by the Superintendent of Schools of Southampton County and the author. With the local school situation in mind, the Superintendent of Schools, the Director of Guidance for the state, and the writer then formulated such questions as they deemed necessary to bring out these desired facts.

To make the questionnaire more serviceable to the principals for their permanent files of individual pupils' records, a few other items were added. The principal items added for this purpose were intended to determine:

1. What pupils were doing to prepare themselves for their chosen vocation.
2. What courses, if available, pupils would like to take.
3. Whether students planned to go to college or to any special training school.
4. What type of work pupils preferred to do.
5. What other occupations students would like further information about.

A copy of the complete questionnaire follows.

HIGH SCHOOL OCCUPATIONAL QUESTIONNAIRE

SOUTHAMPTON COUNTY

SCHOOL _____ NAME _____

COUNTY _____ YR. IN HIGH SCHOOL _____

1. Have you made a choice of a trade, profession, or business for your life work? (Answer Yes or No) _____
2. In case you have decided on your vocation answer the following:
 - a. What is the choice you have made? _____
 - b. What is your father's occupation? _____
 - c. Approximately at what time did you make this choice? _____
 - d. Did you receive any advice or help from your principal or teachers? _____
 - e. What are you doing to prepare yourself for it? _____
3. What are your reasons for going to school?
 1. _____
 2. _____
 3. _____
4. In case the following courses were offered in your school, check the one you would choose.

a. General Academic _____	b. Commercial _____	c. Home Economics _____
d. Agriculture _____	e. Gen. Mechanics _____	
5. a. Name the school subjects you like best:
 1. _____
 2. _____
 b. Name the school subjects you dislike:
 1. _____
 2. _____
6. a. What occupation does your father want you to follow? _____
 b. What occupation does your mother want you to follow? _____
7. Have you been able to plan your high school course to meet your future needs? _____ If not, why? _____
8. Do you expect to go to College or any special training school? _____
9. Do you prefer mental activity, physical activity, or work involving both? _____
10. What type of work appeals to you most -methodical, repetitions, or work of this wide variety? _____
11. What are your hobbies or special interests? _____
12. What other vocations would you like to have more information about? _____
13. Would you like to talk with the principal or one of your teachers about your choice of vocation, or any problem connected with it? _____

The questionnaire was now ready. A meeting of the school principals was called, and it was agreed that each principal should give on the date set the questionnaire in his school. Specific directions were to be given for filling in the name of the school and of the pupil and the year in high school as well as any additional information necessary for the understanding of the questions by the pupils. The results of the questionnaire were to be tabulated by schools and classes and, in certain cases, to be reported in percentages.

For this study the writer has used the data obtained from the following questions:

1. Have you made a choice of a trade, profession, or business for your life work? (Answer Yes or No)
2. In case you have decided on your vocation, answer the following:
 - a. What is the choice you have made?
 - b. What is your father's occupation?
3. a. Name the subjects you like best? 1. _____
2. _____
b. Name the school subjects you dislike 1. _____
2. _____
6. a. What occupation does your father want you to follow?
b. What occupation does your mother want you to follow?
11. What are your hobbies or special interests?
13. Would you like to talk with the principal or one of your teachers about your choice of a vocation or any problem connected with it?

Analysis of Census Report

Southampton County is located in the Tidewater section of Eastern Virginia and is one of the largest counties in the state. In order to secure a measure of the occupational opportunities offered the children of Southampton County to earn their livelihood if they remained at home, an analysis of the United States census report for 1930 was made. This report takes into consideration the occupations en-

aged in gainfully by all men and women over ten years of age.

Table I shows the percentage of all white people ten years of age and over employed in the ten industrial group occupations in Southampton County, Sussex County, Surry County, and the entire state of Virginia.

TABLE I

A classification of all white people ten years old and over engaged in gainful occupation in industry groups showing by percentages the distribution according to sex.

CLASSIFICATION of Industry	SOUTHAMPTON COUNTY		SUSSEX COUNTY		SURRY COUNTY		VIRGINIA All
	Male	Female	Male	Female	Male	Female	
All Industries	7346	1543	3514	701	2067	308	890,276
Agriculture	69%	30%	55%	14%	68%	23%	37%
Forestry and Fishing	.9%	-	1%	-	1%	-	1%
Extraction of Minerals	.04%	-	.1%	-	.01%	-	2%
Manufacturing and Mechanical Industries	11%	15%	22%	20%	10%	1%	23%
Transportation	6%	2%	9%	1.59%	7%	3%	9%
Trade	8%	4%	10%	4%	8%	5%	11%
Public Service (Not elsewhere classified)	.5%	.2%	.5%	.5%	.05%	1%	3%
Professional Service	1%	14%	1%	11%	1%	12%	5%
Domestic and Personal Service	1%	34%	9%	48%	1%	51%	10%
Industry not Specified	.5%	1%	1%	1%	3%	.2%	2%

It will be seen that the chief industry of the county is agriculture. Of the seven thousand three hundred and forty-six white male persons engaged in gainful occupations in 1930, five thousand one hundred and ten were engaged in agriculture. Mechanical industries and manufacturing rank next in the number employed with eight hundred and fifty-two, while trade with five hundred and seventy-five and transportation with four hundred and thirty-nine come next. The number engaged in other gainful occupations is very small. The field of greatest opportunity for employment for boys in Southampton County is agriculture. For the women, of the fifteen hundred and forty-three engaged in gainful occupations, domestic and personal service leads with five hundred and twenty-eight, agriculture is next with four hundred and sixty-eight, followed by manufacturing and mechanical industries with two hundred and thirty-one and professional service with two hundred and fourteen.

It is interesting to note from Table I that the three counties of Southampton, Sussex, Surry, which are adjoining counties, have the greatest number of males employed in agriculture, manufacturing, and mechanical industries, trade and transportation respectively. For the state as a whole the same order is maintained.

It is obvious that Southampton County is not very different from the average Virginia County with reference to occupational opportunities, especially considering the counties in the agricultural belt and the state as a whole. It suggests further that in the selection by high school students of occupation these selections should have practically the same order of frequency if regard for the occupations available in the county, adjoining counties, and the state as a whole is to be had. Bedford's

1. Bedford, James- "Vocational Interests of High School Pupils"; M. A. thesis University of California, Berkeley, California, Feb. 1930

study in California of the census reports over a period of years showed that the proportion of the population there engaged in the different divisions of occupations had remained more or less constant in the past and predicted that, except for an increase in manufacturing and a corresponding decrease in agriculture, will probably remain more or less constant. This may probably be as true of Virginia. While the census report may not be altogether reliable as an index for the study of vocational opportunities, it is the most reliable index we have and sufficiently accurate for this study.

Vocational Guidance in Southampton County up to June 1931

No county-wide program of vocational guidance has been started in Southampton County. Interest was aroused during the session 1930-31 and each high school put on its own program in the way which seemed best to the principal and high school faculty. Before proposing a program for the county, the writer desired to find out what had been done. Consequently a letter was sent to each high school principal with the request that he give definite information on what had been done in his school. The movement in the county thus far may be summarized as follows:

1. Seven schools have given questionnaires on occupational choices, Etc.
2. Seven schools had a talk given by the Assistant State Supervisor of Trade and Industrial Education along the general line of choosing a life work.
3. Five principals gave talks in assembly on phases of vocational guidance.
4. Four principals correlated vocational information with English

- classes by having papers written on topics of a vocational nature.
5. Five schools secured books and pamphlets on occupations.
 6. Three principals had individual conferences with all the members of the senior class.
 7. One principal listed a general survey of occupations and posted a list of the leading occupations.
 8. Four schools reported money raised for a vocational guidance library for use during the session 1931-32.
 9. One school reported the making of booklets on occupations in which pupils were interested.
 10. Two principals had talks given by members of different professions on choosing their professions as a life work.

A Study of Other Virginia Surveys

An analysis was made of vocational surveys of eight other Virginia counties and the programs that they were using gave the writer many suggestions for this study. ¹ The guidance program as planned for Norfolk County for the session 1931-32 and the results given of the program of 1930-31 were especially helpful. These surveys were used in making this study in the following ways:

1. In planning for the survey.
 2. In making out the questionnaire.
 3. In making the survey.
 4. In formulating results and conclusions.
 5. In comparing results and conclusions obtained in these counties with those in Southampton Survey.
1. The counties are Charlotte, Fairfax, Norfolk, Northampton, Princess Anne, Rappahannock, Warren, and Wise. Secured from the Department of Trade and Industrial Education, State of Virginia, Makers of the surveys.

6. In setting up an organization and program for Southampton County.
7. In recommending materials and procedures in the Southampton program.

CHAPTER III THE RESULTS OF THE QUESTIONNAIRE

Table II shows the number of students answering the questionnaire, distributed by sex and by classes, in the high schools of Southampton County and shows the percent of boys and girls by classes who state that they have made a choice of a life work. For the sake of comparison similar figures are given for nine Virginia counties in which surveys of the same nature have been made.

Table II

The Number of Pupils in the High Schools of Southampton County and Nine Virginia Counties who have Decided on some Vocation.

	Pupils Taking Part			Percent Having Made a Choice			
	Boys	Girls	Total	Boys,	Girls	Total	% Va. Counties
Freshman	76	97	173	70	62	62	62
Sophomore	45	65	110	51	73	67	58.5
Junior	35	67	102	68	71	70	66.5
Senior	40	61	101	62	73	72	72
Totals	196	290	486	58	77	69	
9 Virginia Counties	1949	2568	4516	57.9	69.8		

It is interesting to note that only 58% of the boys had made a choice of a vocation while 77% of the girls indicated they had made a choice with an average of 69% for the group. It will be seen that a higher percent of both boys and girls have made a vocational choice in Southampton County than for the state as a whole. The percent of students having made a choice appears

to be lower than that discovered in the study made by Mr. James H. Bedford,¹ in which he found that 90% of high school students reached in his survey had made a choice. It is also interesting to note that for Southampton County, when each class is taken as a whole, the percentage of those having made a choice increases from the freshman to the senior class. The same is true of nine Virginia counties with the exception of the sophomore class. It would seem that the percentage should increase from freshman to senior class. When we consider that only 71% of the seniors have made a choice and that this group are ready either to continue their education or to enter some vocation, the percentage appears low. It would be far better if the student could decide on his vocation before graduation from high school in order that, should he enter college, he might have a real objective toward which to work or failing to attend college, he might better select in high school those subjects which would best prepare him for his future vocation.

Table III gives the occupational choices of the boys in the high schools of Southampton County. Thirty-two occupations were listed by the boys. Of these, farming, aviation, and medicine led the list in the order named.

1. Bedford, James H. - "Vocational Interests of High School Pupils", M.A. thesis, University of California, Berkeley, California, Feb. 1930

TABLE III

Occupational Choices of Boys in the High Schools of Southampton County by Grades.

Occupation	Freshman	Sophomore	Junior	Senior	Total
Farmer	8	4	3	2	17
Banker	1		1		2
Stenographer			1		1
Minister			2		2
Doctor	5	1	4	1	11
Civil Engineer	3	4	2		9
Business Man	2	2	2	1	7
Lawyer	1	1	3	1	6
Musician	1	2			3
Engineer				4	4
Electrical Engineer				1	1
Mechanic	2	2			4
Missionary	2				2
Government Service			1		1
Carpenter	1		1		1
Athletic Coach	1	1	1		3
Aviator	5	3	3	4	15
Teacher		1		2	3
Merchant	1		1	1	3
Radietrician	2			1	3
Archaeologist				1	1
Aeronautical Engineer				1	1
Naval Officer		1			1
Post Office Clerk			1		1
Forester	1				1
Chemist	1				1
Electrician	1				1
Mail Carrier	1				1
Dairymen	1				1
Agricultural Engineer				1	1
Rubber Plantation				1	1
Overseer				1	1

Although the leading industry of the county is agriculture and vocational agriculture and vocational agriculture is taught in five of the seven high schools of the county with approximately ninety boys enrolled, yet only seventeen of that number indicated agriculture as their choice of a life work. This fact may be attributed to two factors. One is the tendency

to look for an occupation better than farming that had been hardest hit by the depression sweeping the country at the time the survey was made. The other factor to be considered is that a number of boys may be taking agriculture, not because of the occupational interest involved, but to avoid certain subjects required for graduation in a different type of course. I refer particularly to the foreign language requirement. The emphasis laid upon the number of boys necessary to maintain the rating of the agricultural department has also brought about a tendency to allow in the department boys who really should not be there.

The fact that aviation ranked next among the choices of the boys may be attributed, for the most part, to the love of adventure, of the heroic, and of the spectacular. In the nine counties surveyed by the state, aviation ranked first in the choices of the boys.

The high number choosing medicine corresponds to the well known tendency toward the professions, which is evident in all surveys studied.

Table IV shows a comparison of the occupations chosen by the boys with the occupations of the fathers. This table reveals the fact that a very small percent of the boys chose the same occupation as the parent, only 21% having made the same choice. By coincidence the similarity of choices might have been almost as high. It would seem that the father's occupation has little positive influence in causing the son to select a similar occupation. In fact, the son has unparalleled opportunities to learn about the undesirable features of his father's occupation and may, thereby, act as a deterrent to his making a similar choice.

TABLE IV

Occupations Chosen by Boys Compared with Fathers' Occupations by Grades.

	Freshman	Sophomore	Junior	Senior	Total
No. Boys Having Chosen an Occupation	42	23	24	25	114
No. Boys Choosing Occupation of Fathers	10	3	8	4	25
Percent of Boys Choosing Occupation of Fathers	23	13	33	16	21

Similar results were found by R. O. Beckman in Cincinnati, 1929, and by James H. Bedford in California in 1928. These studies have been reviewed in Chapter I.

Table V gives the occupational choices listed by the girls. Eighteen occupations were mentioned all told. Of these, nursing, clerical work, and teaching led, comprising 89% of the choices made. In the nine Virginia counties in which surveys have been made, 84% of the girls have chosen nursing as their choice of occupation.

The narrow range of the occupations listed seems to indicate on the part of the girls a lack of information of other occupations open to them and a lack of information of conditions existing in the chosen fields, which often are over-supplied. It is interesting to note that in the nine counties only seven girls indicated homemaking as their choice, not a single of whom resided in Southampton County. If the degree of permanency exists that is indicated by the two studies referred to in Chapter I, we may expect the three fields in which the greatest number of choices fell to become still more crowded.

TABLE V

Occupational Choices of Girls in the High Schools of Southampton County by Grades.

Occupation	Freshman	Sophomore	Junior	Senior	Total
Nurse	33	18	23	10	84
Teacher	17	10	6	17	50
Stenographer	21	20	8	16	65
Lawyer			1		1
Business Woman				1	1
Musician			2		2
Social Worker			1		1
Aviator			1		1
Interior Decorator			1		1
Athletic Director	1		2	3	6
Barker		1			1
Librarian	2		1		3
Poultry Farmer			1		1
Steamship Hostess			1		1
Artist			1		1
Dietitian			1		1
Radio Broadcaster		1			1
Public Speaker	1				1
Actress	1				1

Table VI shows the occupational ranges of the boys and girls in Southampton County. The average number of occupations listed by the boys per school was 9.3 while for the girls it was 8.7. Generally speaking, the schools located in the most densely populated and most highly developed industrial sections showed the greatest range as is indicated in the case of Franklin High School, which is in the largest town in the county. The small number of occupations listed by both boys and girls at each school seems to indicate a very limited knowledge of occupations on the part of the students generally.

TABLE VI

Ranges of Occupational Choices of Boys and Girls in Southampton County by Schools

Schools	Number of Occupations Listed		
	Boys	Girls	Total
Boykins	8	5	13
Capron	6	4	10
Courtland	15	8	23
Drewryville	6	8	14
Fra k lin	22	15	37
Ivor	4	5	9
Newsome	4	6	10
Average per school	9.5	8.7	18

Table VII shows the number of boys and girls whose choices were in agreement with their fathers' and mothers' desires and those whose choices were not in agreement with the desires of the parents.

TABLE VII

A comparison of Occupations Chosen by Students with Occupations Parents Wanted them to Follow.

	Choice of Occupations by Students with Reference to Fathers' Desires			Choice of Occupations by Students with Reference to Mothers' Desires		
	Like	Unlike	% Like	Like	Unlike	% Like
Boys	51	19	44	55	17	45
Girls	102	16	45	123	19	54
Total	153	35	45	178	36	52

By referring to Table VII, it will be seen that 44% of the boys who indicated a choice chose the occupations their fathers wanted them to follow, while 45% of the boys selected the occupations their mothers wanted them to follow. The girls seem to be slightly more in accord with parental desires, 45%

choosing the occupations their fathers wanted them to follow and 34% following the wishes of the mothers. The mother appears to be somewhat more of an influence in occupational choices than the father, 52% of the choices of the boys and girls being in accord with their mothers' desires while only 45% chose the occupations their fathers would have selected for them. It is hard to measure the exact extent of this influence since the desire of parents may range from passive consent to active attempts to influence their children's choices.

In response to the question, "What are your hobbies or special interests?" reading led among the girls by a big majority with athletics second. Among the boys athletics led, followed closely by mechanics and reading. When the hobbies and special interests were compared with the vocations chosen by each pupil, it was found that 27% of the special interests listed by the boys were related to the chosen vocation, while only 20% of those listed by the girls showed any relationship. For the county as a whole the percentage of correlation was 23%.

TABLE VIII

The Relation of Special Interests or Hobbies to the Vocation Chosen.

	Special Interests Named		% Related
	Related to Vocation	Unrelated to Vocation	
Boys	24	64	27
Girls	30	118	20
Total	54	182	23

Table IX shows the subjects listed as liked and as disliked. Only history and foreign languages were named more times as disliked than as liked. The most liked subjects were mathematics, English, and science in

the order listed. Civics was the only subject that was not listed a single time on the disliked side, but received only four choices as most liked.

It appears that the subjects most liked are those which are most related to life situations. History was most disliked in the freshman class. This may be explained by the use of an unsatisfactory textbook written in a language beyond the comprehension of the average eighth grade child. On the other hand mathematics, in which business arithmetic was taught, was chosen the most popular subject by the freshman class. Again the relation to life situations is evident. The same is true of science, which ranked third in the list of most liked subjects. The significance of these facts for vocational guidance is important. For subjects to have a holding power for keeping children in school, they must deal with the students' interests and life situations.

TABLE IX
Subjects Liked and Disliked by Grades

Subjects	Subjects Most Liked					Subjects Most Disliked				
	Fresh.	Soph.	Jr.	Sr.	Total	Fresh.	Soph.	Jr.	Sr.	Total
Agriculture	23	12	5	4	44	2	2			4
Mathematics	104	70	46	50	270	41	27	43	12	123
English	98	56	50	42	246	51	28	14	19	112
Foreign Lang.	27	13	25	26	91	59	43	46	49	176
Science	50	43	34	46	173	18	4	10	15	47
Civics	4				4					
History	30	22	36	23	101	100	61	44	30	235
Music			3		3					
Physical Ed.				1	1					
Home Ec.				3	3					

Table X lists by years and for each school the number of pupils desiring and not desiring conferences with teachers or principals on vocational choices.

TABLE X

Students Desiring Conferences with Teachers or Principals on Choice of Vocations.

School	Desiring Conference					Not Desiring Conference				
	Fresh.	Soph.	Jr.	Sr.	Total	Fresh.	Soph.	Jr.	Sr.	Total
Boykins	14	2	14	3	33	8	2	1	1	12
Capron	2	9	6	7	24	6	7	7	1	21
Courtland	16	9	16	13	54	4	10	3	1	18
Drewryville	6	3	6	5	20	2	6	3	3	14
Franklin	13	16	13	20	62	49	17	15	21	102
Ivor	6	12	5	8	31	1	8	4	1	14
Newsums	28	1	8	9	46	2	0	1	7	10
Totals	85	52	66	70	273	72	50	34	35	191

Percent desiring Conference 58.9%

Percent not Desiring Conference 41.1%

In response to the question asking the students if they desired a conference with the principal or teacher, 58.9 replied in the affirmative while 41.1% stated that they did not desire a conference. Every school with the exception of Franklin, which is the largest school in the county, had a higher percent desiring a conference than not desiring it. From the percent desiring a conference it appears to be evident that the students generally do not anticipate much help from the principals and teachers or that there has been little opportunity and encouragement in the schools for this type of guidance.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Although the scope of this study is confined to one county, yet the general results seem to agree in most respects with similar studies where they have been made, especially in the counties of Virginia.

The following conclusions are drawn from this study:

1. The number who have chosen a life's work seems to be too low, only 58% of the boys and 77% of the girls having made a choice.
2. A number of choices of vocations have evidently been made without a study of these vocations selected since practically no conscious attempt has been made at giving occupational information up to the time the survey was made.
3. It is evident that the information the pupils have regarding occupations is rather limited, the average range per school being 9.3 for boys and 6.7 for the girls.
4. The number of boys choosing agriculture is far below the number that would be expected to choose this occupation in view of the fact that agriculture is the most important industry and that vocational agriculture is taught in five of the seven high schools with approximately ninety boys enrolled in the work.
5. The number of girls choosing either nursing, teaching, or clerical work is out of proportion to the opportunities for employment in these fields if the number employed in these fields as revealed by the United States census reports is to be taken as a standard. 88% of the choices indicated by the girls fell in these three fields.

6. The occupations of fathers have little positive influence upon boys who have reached high school in influencing them to select the same occupation.
7. The most liked subjects in high school are those which deal with life situations, especially mathematics, sciences, and English.
8. There is a high degree of agreement among parents and children, when the attitudes of parents are known, in regard to the occupations children want to follow and the occupations parents want them to follow.
9. The students in Southampton County are rather reluctant to confer with teachers and principals in regard to choosing a vocation, 58.9% in the county expressed such a desire.
10. The choices of a vocation are not influenced by the dominant vocational opportunities available in the community.
11. The favorite hobbies of most children in the county are reading, athletics, and mechanics.
12. Very little evidence of vocational guidance is found in rural schools, although greatly needed, in the light of this study.

The Underlying Principles of Guidance

Sound educational principles are at the basis of every successful educational program. Without these basic principles clearly in mind no administrator can properly determine and execute the direction his program should take.

Before outlining the guidance program to be proposed in this study, the author desires to present the basic principles used in formulating it. These principles were selected from what the author believes to be

the most important literature in the field of vocational guidance.

1. The Vocational Guidance program must recognize as sound the psychology of individual differences. It must recognize also the recent philosophy of education proposed to meet these individual differences, capacities and abilities.
2. The program must recognize and utilize the facts regarding the complexity of modern occupational life.
3. It must be further recognized that the individual has the right to choose his own occupation, but the school is obligated to help him select that occupation which will be of most value to him and to the state.
4. The school must prepare the individual to continually readjust himself in his occupational life to the ever-changing vocational forces about him.
5. The modern secondary school as a function of the state is obligated to organize its program so as to effectively render this service to the secondary school child.

Recommendations for a Guidance Program in Southampton County

The fact is recognized that it is possible, by placing undue emphasis upon the vocational objective to make the schools as narrowly vocational as they are now academic. A proper balance must be reached between the vocational and the cultural objective. But so far, as evidenced by this study, the balance has not been reached. The conditions revealed in this study, involving as they do social and economic waste demand the immediate recognition of vocational guidance as one of the major responsibilities of the secondary schools. For its own protection the county and state must

set up adequate guidance programs.

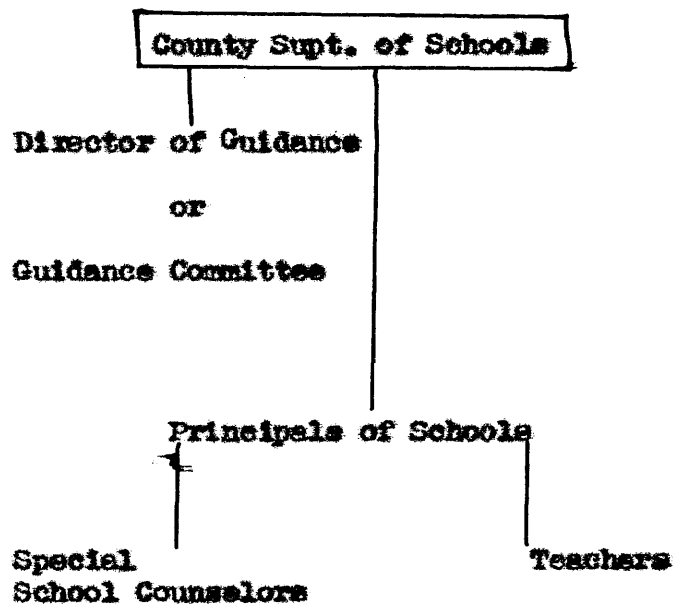
The following program for Southampton County is set up under two headings:

1. Administrative organization.
2. Classroom procedures.

Administration

Before setting up the diagram for a vocational guidance program let us consider the part to be played in such a program by counseling. The giving of sympathetic advice by a special counselor for the school or the teacher counselors forms a vital part of the whole scheme. There should be a county director of a county guidance council, whose duties would include that of analyzing, laying the foundation, and coordinating, leading the way, discerning the ability of others to help at many points, training them to help safely and utilizing their cooperation. If the county cannot employ a full time director of guidance, the superintendent should be the directing head of the organization, utilizing the information available from the state, and, if possible, have in the county guidance council principals or teachers who have made a study of the guidance movement or have the state director of guidance meet with the council to assist in arranging its course and formulating its policies. Under the superintendent come the principals of the schools and the teachers. From the teachers would be selected the special school counselor for each school.

Such an organization as is contemplated in this plan is set up here in diagram form.



So much depends upon the special school counselor that it is well to list the duties that fall to him.

1. Gathering in constantly, from all available sources, information of the sort needed by the children about occupations available in the county, state and nation.
2. Stimulating the children to collect and keep occupational data in an orderly, usable form.
3. Teaching the guidance class in which approximately one-half of the time is given to the study of occupations.
4. Interviewing or counseling each pupil at least once a year, with special reference to vocational guidance needs which may exist, as regards either the immediate future or more remote needs and plans.
5. Interviewing, especially at the request of the teacher, pupils who need the vocational motive for remaining in school.

6. Providing exploratory excursions and trips to industrial plants and commercial centers.
7. Providing, if possible, try-out, self-exploratory experiences for pupils interested in certain occupations.
8. Giving vocational information and counsel to boys and girls who announce their intention of dropping out of school for work.
9. Doing what is practical in the way of placement and follow-up work.

These duties can be best executed in schools where a full-time vocational counselor can be employed. With sufficient interest on the part of the school counselor it can be done very effectively in the smaller schools. It certainly will be more effective than the unsystematic counseling we have had heretofore when only the highly selective group which would enter college has received any form of advice about their future.

Classroom Procedures

Table XI gives in outline form the minimum requirements for the suggested county-wide program of classroom procedures. The program may be summarized as follows:

Instruction

1. One period per day in the freshman class for the first term to be devoted to a study of occupational information with one-half unit credit.
2. One period per week in the junior class utilizing the activities period if possible; if not, a portion of some class period to be devoted to occupational discussions.
3. Correlation of subjects in sophomore class with vocational information. Do the same for the junior class if it is not found possible to hold them one period per week.

TABLE XI

EDUCATIONAL AND VOCATIONAL GUIDANCE PROGRAM FOR SOUTHAMPTON COUNTY HIGH SCHOOLS - 1931-32

	EIGHTH GRADE	NINTH GRADE	TENTH GRADE	ELEVENTH GRADE
Instruction	<p>Classes in vocational civics required during first term with one-half unit credit.</p> <p>a. Show importance of school work in preparation for later life.</p> <p>b. General discussion of importance of occupational information.</p> <p>c. Present broad background of occupations.</p>	<p>Correlate with school subjects already included in the curriculum.</p>	<p>One period per week during activity period devoted to occupational discussions.</p>	<p>Correlate with civics one period per week or every two weeks. Research work in the occupation in which the senior is particularly interested.</p>
Interviews	<p>Through extra-curricular activities- clubs, homes, rooms, assemblies, etc. Through trips to various industries.</p> <p>General interview with each pupil by principal or some teacher appointed as counselor</p> <p>Direct pupils in selection of school subjects and in making out an educational plan.</p> <p>Start pupil thinking about his life career</p>	<p>Through extra-curricular activities</p> <p>Conferences with each pupil</p>	<p>Through extra curricula activities</p> <p>Conference with each pupil</p>	<p>Through extra-curricula activities</p> <p>Conference with each pupil</p>
Records	<p>A brief and confidential record should be kept for each pupil</p>	Continue record	Continue record	Continue record
Placement and Follow-Up				Special emphasis during senior year.

4. One full period per week or one period every two weeks to be devoted to the discussion and study of vocations in the senior history class.

5. Each senior may well be required to write a theme on the occupation in which he is most interested. This should require considerable research and papers should be presented to the library for future use of other pupils.

Interviews

Individual conferences are to be given each high school pupil during each year the pupil is in high school by the principal or some teacher appointed by him as counselor. This should be done preferably the first part of the school year.

Records.

1. A confidential record of the conferences are to be kept for each high school pupil.

2. Results of conferences and other information should be kept in pupils' individual file.

See following page for a sample record sheet which may be used in filing the results of the conferences.

..... RECORD CARD FOR USE IN INDIVIDUAL CONFERENCES

(Sample)

Name Address Name of Parent

Date of Interview	School Interests (subjects)	Vocational Interests	Outside Interests	Remarks
-------------------	--------------------------------	-------------------------	-------------------	---------

I Yr.

Interviewer

Date of Interview

II Yr.

Interviewer

Date of Interview

III Yr.

Interviewer

Date of Interview

IV Yr.

Interviewer.

Training of Teachers in Service

The successful completion of any school project involving classroom procedure is conditioned in the final analysis by the training of the teachers involved. The success of the guidance program in South-
ampton County will be determined in a large measure by the degree to which the teachers are encouraged and assisted in preparing themselves for this work. The following suggestions are offered.

1. That the school board be requested to share the cost with the teachers of vocational guidance in the purchase of books and magazines necessary for the teaching of guidance, such books to become the property of the school should the teachers leave the county school system.
2. That the superintendent of schools make a serious effort to have an extension course in vocational guidance taught at some central place in the county for the teachers and principals, such a course to count for college credit and the renewing or raising of certificates.
3. That the services of the state director of vocational guidance for the state be taken advantage of for holding conferences in the county and for visiting schools and helping teachers and principals with their problems.
4. That teachers of occupational information and counselors be granted the privilege of being absent from school for a day or more, if necessary, for the purpose of attending worth-while conferences and meetings and for visiting schools where outstanding work is being done.

Reference Materials

1. At least one forty dollar state aid vocational library unit in each high school of the county.
2. Bulletins and pamphlets on at least forty different vocations.

In addition to the above requirements the following suggestions are given to supplement the requirements and should be followed wherever possible.

Materials.

1. As many pamphlets on different vocations in the library as possible.
2. Any books available pertaining to vocations should be placed in the library.
3. Filing cabinet or other equipment for filing pamphlets should be in the library.
4. Separate shelves should be in the library for vocational guidance materials.

Visits to Industrial Plants.

Special visits under teacher guidance should be made to nearby industrial plants.

Outside Agencies.

Secure the cooperation of outside agencies, such as civic clubs and professional organizations in giving advice. Arrange for interviews with representatives of occupations in which pupils are interested.

Organization of the School.

Each school should select a school counselor who should have charge of the guidance program for the school. This person should be selected on the basis of broad information, willingness to work and to develop the school guidance program. Personality of the teacher and his popularity with the pupils also should be considered. Where the high school department is large, an assistant counselor may be selected who will have charge of the counseling of a group of either boys or girls. Each teacher should also be a teacher-counselor.

Survey of the Community.

Each school should make a survey of the industrial opportunities of the community in which the school is located. Also any available information about the home conditions of the child including financial, standards of living, education of parents, desires of parents in regard to the future of the child, should be in the hands of the counselor as a help in advising.

Study of Educational Facilities.

The educational facilities of the community should be studied in a general scheme of guidance, but since in Southampton County the district high school constitutes the school facilities, we need not take this step too seriously as the school counselor will be familiar with the school. However, a more serious attitude may be taken as to whether the school facilities are adequate.

Studying the Child.

All information available should be gathered about the child.

School progress, attitudes, subjects most liked, etc. The questionnaire given last session should be filed in this connection.

Individual Conferences.

This is set up in the general program. Each child should be given at least one interview each year and more if interest justifies.

Providing Occupational Information.

The study of occupations seems to be one of the best methods of vocational guidance that can be recommended at this time. The more a child knows about the world of occupations, the more he will be in a position to choose a life work. In our study of occupation it is important that we teach the pupil how to make an analysis of an occupation, to see the difficulties and obstacles as well as to see the more encouraging aspects of it. He should find the answers to the following questions about an occupation in which he is interested.

1. What are the requirements of the vocation as to:
 - a. Number of workers needed.
 - b. Training necessary.
2. What are the opportunities for progress in the vocation?
3. To what extent do I possess the qualifications required for employment or success in the vocation?
4. What is the extent and cost of training necessary for entrance to the vocation and where may this training be obtained?

Correlation of Vocational Guidance with Other Subjects.

It is possible to correlate a guidance program with any subject in the high school to a more or less degree. English, history, and

civics perhaps furnish better opportunities than any other subjects. Every effort should be made to have the teacher responsible for guidance in his subject. The Director of Guidance for the State of Virginia has prepared a most excellent bulletin entitled "How English Teachers can Help in a Guidance Program", and this bulletin should be in the hands of every English teacher in the county. Similar outlines are being made for the correlation of vocational guidance and other subjects. These also should be secured for use in the high schools of the county.

At the outset this study proposed to discover the extent and nature of vocational selection among the high school pupils of Southampton County and the status of vocational guidance among the high schools, to compare briefly these results with those obtained in nine Virginia counties and to prepare a program for Southampton County.

The combined results obtained from the questionnaire submitted to high school pupils and the information by the principals of the high schools have solved the first two objectives, while the use of data obtained in surveys of eight other counties have made comparisons possible. The last objective, that of setting up a program, has called forth the greatest effort. The writer has read literature in this field for underlying principles and practices, has consulted programs in use elsewhere, and finally has attempted to adapt these findings to the situation in Southampton County. If the efforts shall result in assisting even a limited number of boys and girls in selecting and embarking upon careers for which they are best fitted, then this labor will not have been in vain.

VITA

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